

English 10 Item Sampler

Purpose

The purpose of this Item Sampler is to provide teachers and students with examples of the types of questions that will appear on the *ISTEP+*: English 10 Graduation Examination. This assessment consists of multiple-choice and constructed-response items in addition to a writing prompt.

For schools testing online, there is an online practice test to be administered prior to the actual test. The purpose of the online practice test is to help familiarize students with the online functionalities and item types. Schools testing online are also encouraged to use this item sampler.

Teachers are encouraged to use this Item Sampler to:

- Familiarize themselves and their students with the types of items that will be part of the *ISTEP+*: English 10 Graduation Examination.
- Assist in gathering information about students' knowledge of the standards and use that information to help inform instruction.
- Assist in creating other assessments and activities.

Assessment Overview

This chart illustrates the different types of items that will appear on the *ISTEP+*: English 10 Graduation Examination, the standards they assess, and the amount of time allowed for each test session. Multiple-choice and constructed-response items will be drawn from fiction, nonfiction, and poetry passages.

ISTEP+: English 10 Graduation Examination	Standards Assessed	Time
Multiple-Choice (MC)	1-4, 6	55-minute session
Constructed Response (CR)	2 and 3	
Writing Prompt (WP)	4, 5 and 6	55-minute session

Scoring

Multiple-Choice: All multiple-choice items on the *ISTEP+*: English 10 Graduation Examination are machine-scored.

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Constructed Response:

All constructed-response items are hand-scored using the 2-point Constructed-Response Rubric (below). Designed with the help of Indiana teachers, this rubric allows for more flexibility in scoring student responses.

Student responses are scored for reading comprehension only. As with any open-ended item, it is important that student answers are clearly expressed to avoid confusion during the scoring process.

English/Language Arts 2-point Constructed-Response (CR) Rubric

2 points	Proficient The response fulfills all the requirements of the task. The information given is text-based and relevant to the task.
1 point	Partially Proficient The response fulfills some of the requirements of the task, but some of the information may be too general, too simplistic, or not supported by the text.
0 point	Not Proficient The response does not fulfill the requirements of the task because it contains information that is inaccurate, incomplete, and/or missing altogether.

Writing Prompt:

Every writing prompt item is hand-scored using the 6-point Writing Applications Rubric and 4-point Language Conventions Rubric. These rubrics are available online at <http://www.doe.in.gov/achievement/assessment/englishlanguage-arts-rubrics>.

Depth of Knowledge (DOK)

Each item on the *ISTEP+*: English 10 Graduation Examination is assigned a “Depth of Knowledge” level by a committee of Indiana educators and English/language arts specialists to help ensure that the items on the test represent a range of cognitive demand. The No Child Left Behind Act requires different levels of complexity within assessments.

A PowerPoint presentation containing a general overview of Depth of Knowledge is available at <http://www.doe.in.gov/sites/default/files/assessment/english-10-dok.pdf> .

English 10 Items

The following item sampler includes example passages, multiple-choice questions, constructed-response questions, and writing prompts.

Watch Your Electronic Footprint

1 Scanning the want ads in your local newspaper, you find what you think is the perfect summer job. You submit an application and schedule an interview. Dressed to impress, you meet with your prospective employer, who seems quite taken by your appearance, poise, and eagerness to work. The job is yours, right?

2 Maybe not, if the employer tracks your electronic footprint.

Life in the Digital Age

3 Computers, networks, and the worldwide web have changed the way we share information. Letters and long-distance phone calls have become passé. They've been replaced by text messaging and the Internet phenomenon known as social networking—a quick way to maintain contact with friends and family in a communal on-line space. Most social networking sites enable users to create their own web pages that include photos, background information, and blogs. What network users don't consider, however, is that these web pages also provide employers with a new, completely legal way to check out potential employees.

4 How so? Well, employers simply have to go to the networking website's home page, join the network, and search for the person they're interested in learning about. If that person has a web page on that network and if the page has a global access setting, any and all information posted there is available for public viewing.

5 If the person's web page has a restricted access setting, the employer can ask to join that person's select network of friends. Of course, the person can deny the request, but research has shown that he or she probably won't. A recent study of 14 to 21 year-olds who use social networks showed that 66% of them allowed strangers to access their web page.

6 Job applicants should be mindful that personal information might be accessed not only through their own web page but also through those of their friends. The information on friends' pages may not be accurate. In addition, photos on the web can easily be downloaded, manipulated, and reposted on their web pages. Many social networking sites allow users to tag photos with names, making it easy for employers to locate images by typing a name into an Internet search engine.

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Does It Matter?

7 Perhaps the willingness of young social networking users to allow free access to their web pages has something to do with an overall lack of concern about the consequences. The study previously mentioned also showed that 75% of users were not too worried about “important people” viewing their personal information. Yet they might do well to reconsider that attitude.

8 Human resource departments increasingly rely on the Internet to recruit and research workers. One in five employers uses the Internet to research information on job candidates. Nearly 60% say that what they find has some bearing on their hiring decisions. As one company spokesman says, “Potential employers are never more than a few clicks away from information about you.” So mind that electronic footprint!

Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development

1. In paragraph 3 (sentence 2), the author states that “letters and long-distance phone calls have become *passé*” because of the increased use of computers. What is the BEST definition of *passé*?

- A occurring in the past
- B no longer in wide use
- C past the prime of one’s life
- D frequently used

Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

2. In paragraph 5 (sentence 3), the author cites that “66% of social networking users allow strangers to access their sites” in order to

- A reveal how many people use social networking sites.
- B scare people so they do not create social networking sites.
- C strengthen the argument that restricted access settings do not keep sites private.
- D explain that some social networking users do not want to allow access to their sites.

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Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

3. What detail from the text supports the idea that “your electronic footprint” is important to your future employment?

- A Most ads for employment are now found on the World Wide Web.
- B Employers will often ask for access to your social networking site.
- C Employers often use the Internet to search for information on job applicants.
- D Computers and the Internet have become the most popular mode of communication.

Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

4. Identify one advantage and one disadvantage of using social networking sites. Be sure to include examples from the text in your response.

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Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

- 5. What is the overall tone of the article? Explain your response using examples from the text.**

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The Forest for the Trees

1 The bus rolled into the terminal and cruised to a stop. When the doors opened, hot, strong-smelling air seeped into the cool interior. Lydia collected her belongings, grimaced, and shook her head. The odor of diesel fumes always took her back ten years. There she was outside Rayburn Elementary just after the last bell, watching the long line of hulking yellow beasts that waited to swallow up schoolchildren and spit them out at their assigned stops. Strange how that smell could conjure up memories stored in some deep closet of her brain, along with old phone numbers and ancient song lyrics.

2 Lydia’s school memories were colored by her dealings with her little sister Maddie. Free-spirited, strong-willed Maddie, whose spontaneity didn’t sit well with her teachers. “Maddie’s in trouble again,” she’d hear from her friends, and, sure enough, Maddie would be sitting on the bench outside the principal’s office, swinging her legs back and forth, giggling, shameless. Lydia would be called out of class to be given the written version of her sister’s misdemeanors to carry home to their parents. You couldn’t trust Maddie to deliver the bad news herself.

3 That was embarrassing enough. But when the bus driver insisted that Lydia sit next to Maddie to keep her in line—in the front seat, no less—Lydia thought she’d die of humiliation. Why should she be deprived of the company of her fifth-grade friends in the prestigious rear seat? She’d done nothing wrong.

4 That was all so long ago. Since her high school graduation, Lydia rarely saw or spoke to her sister. The distance between them now was real—Lydia was attending college in Texas, while Maddie had an apartment across town from their parents’ house. Stepping out of the bus, Lydia wondered if her sister would show up at their parents’ anniversary party this weekend. With Maddie, you never knew.

5 Her uncle Joe spotted her across the terminal and waved. Lydia grinned, picked up her overnight bag, and strode toward him.

6 “Give that to me, young lady,” he playfully admonished her and grabbed the bag’s handle. “How was the bus trip?”

7 “Long,” replied Lydia, “but I got a lot of studying done. How’s Aunt Laura?”

8 “Working herself into a frenzy,” Uncle Joe said, chuckling. “You’d think your parents’ party was the Queen’s coronation.”

9 On the car ride home, they caught up on family news—deaths, births, graduations. Absent from the conversation was any discussion of Maddie, until Uncle Joe pulled into the driveway.

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10 “Lydia,” he said, “do me a favor. Don’t mention Maddie.”

11 “Good grief, Uncle Joe. What did she do now?” Lydia said.

12 Her uncle shook his head. “Your parents haven’t heard from her in a week. Oh, she’s around. Some neighbors saw her at the farmers’ market. Her boss at the bakery said she called in sick. But when your dad and I tried her apartment, she wasn’t there.” His gave his niece a solemn look. “Your folks are worried.”

13 Despite her best efforts, Lydia couldn’t bring herself to feel concerned for Maddie’s welfare. She could only feel anger. Anger that her sister had once again found a way to cause problems that she, Lydia, would undoubtedly be called on to solve. Lydia took a deep breath. “I’m sure she’s fine,” she said unconvincingly.

15 The next morning Lydia was so busy with party preparations that Maddie didn’t cross her mind at all. Aunt Laura ran the kitchen, assigning tasks in rapid fire. As guests arrived, laughter filled the rooms.

16 In the midst of the commotion, the phone rang. Uncle Joe picked up the receiver and bellowed his trademark *hello!* Lydia could see from his face that something was wrong. “What is it?” she asked.

17 “That was the police,” he answered. “Maddie wrecked her car.”

18 “Is she okay?” asked Lydia.

19 “Yes, but I have to go get her,” said Uncle Joe.

20 “I’ll go,” said Lydia.

21 “Who was on the phone?” called Aunt Laura from the next room.

22 “Oh, the Parkers got lost,” Lydia told her aunt, casting a glance at her uncle. “I’m going to go meet them so they can follow me here.” She turned to Uncle Joe. “Where is she?”

23 “The rest stop off Route 8,” he said.

24 It took Lydia nearly half an hour to get to the accident site. Maddie’s car was being hooked up to a tow truck, its passenger side scraped and dented, its front end embedded in a wire fence. And there was Maddie, older, but still so much the same, sitting on a bench, swinging her legs back and forth, smiling to herself.

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Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development

1. Lydia is surprised that the smell of the bus terminal can “conjure up” old memories.

What is the BEST definition of the phrase “conjure up”?

- A to effect or produce as if by magic
- B to appeal to solemnly or earnestly
- C to affect or influence by a spell
- D to push back or ignore thoughts

Standard 3 READING: Comprehension and Analysis of Literary Text

2. In paragraph 8, Uncle Joe tells Lydia, “You’d think your parents’ party was the Queen’s coronation.” This metaphor is meant to

- A describe the hard work of her aunt.
- B emphasize the importance of the event.
- C remind Lydia that the party is a serious event.
- D reveal her parents’ excessiveness in their preparations.

Standard 3 READING: Comprehension and Analysis of Literary Text

3. The author begins and ends the story with descriptions of encounters between Lydia and Maddie. He does this in order to

- A explain Lydia’s relationship with her family.
- B emphasize the changes in Maddie’s behavior.
- C reveal that families will always take care of one another.
- D suggest that nothing has changed in the two sisters’ relationship.

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Standard 3 READING: Comprehension and Analysis of Literary Text

4. Choose a word or phrase that describes Lydia’s feelings about Maddie. Be sure to include an example from the text in your response.

5. A person who “can’t see the forest for the trees” is someone who focuses too much on smaller problems and misses the bigger point. What information from the story explains how the title “Forest for the Trees” relates to the passage as a whole?

OCTOBER

by Mary Weston Fordham

NOTE: *Not much is known about the author of this poem. Fortunately, her collection was preserved by The Digital Schomburg, a project providing electronic access to works by writers of the African Diaspora and Africa in The New York Public Library.*

1 Bright and beautiful art thou,
 Autumn flowers crown thy brow,
 Golden-rod and Aster blue,
 Russet leaf with crimson hue.
5 Half stripped branches waving by,
 Softly as a lullaby,
 Tell of summer's days gone by,
 Tell that winter's very nigh.

 In the forest cool and chill,
10 Sadly moans the Whippoorwill,
 Not as in the summer days,
 When he gloried in his lays¹,
 Lower-toned, but sweet and clear,
 Like thy crisp and fragrant air,
15 Warbling forth with voice sublime,
 This is nature's harvest time.

 Crickets chirp amid the leaves,
 Squirrels hop among the trees,
 Brown nuts falling thick and fast,
20 On the dewy, dying grass,
 Glowing sun with softer rays,
 Harbinger of wintry days,
 Tell the year is going by,
 Sighing forth its lullaby.

¹ **lay** – medieval lyric or narrative song

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Standard 3 READING: Comprehension and Analysis of Literary Text

1. Line 2 reads, “Autumn flowers crown thy brow.” Similarly, line 14 reads, “Like thy crisp and fragrant air.” “Thy” implies that the speaker is addressing someone or something. Whom or what is she addressing?
- A the season
 - B the readers
 - C the forest trees
 - D the Whippoorwill

Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development

2. Line 22 speaks of a “Harbinger of wintry days.” A *harbinger* is somebody or something that
- A foreshadows a future event.
 - B brings a lot of snow and ice.
 - C signifies the end of summer.
 - D is only present during winter.

Standard 3 READING: Comprehension and Analysis of Literary Text

3. In which of the following lines does the poet use personification?
- A “In the forest cool and chill,”
 - B “Golden-rod and Aster blue,”
 - C “Russet leaf with crimson hue”
 - D “Autumn flowers crown thy brow”

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Standard 3 READING: Comprehension and Analysis of Literary Text

4. How has the Whippoorwill's song changed? Provide an explanation based on the text and at least one example from the text to support your explanation.

Paired Passages – The excerpts from *The Loss of the S.S. Titanic* and *I Was Saved from the Titanic* will have questions about each passage individually and questions based on both passages.

from *The Loss of the S. S. Titanic*

by Lawrence Beesley, one of the survivors

1 Looking back now on the descent of our boat down the ship's side, it is a matter of surprise, I think, to all the occupants to remember how little they thought of it at the time. It was a great adventure, certainly: it was exciting to feel the boat sink by jerks, foot by foot, as the ropes were paid out from above and shrieked as they passed through the pulley blocks, the new ropes and gear creaking under the strain of a boat laden with people, and the crew calling to the sailors above as the boat tilted slightly, now at one end, now at the other, "Lower aft²!" "Lower stern³!" and "Lower together!" as she came level again--but I do not think we felt much apprehension about reaching the water safely. It certainly was thrilling to see the black hull of the ship on one side and the sea, seventy feet below, on the other, or to pass down by cabins and saloons brilliantly lighted; but we knew nothing of the apprehension felt in the minds of some of the officers whether the boats and lowering-gear would stand the strain of the weight of our sixty people. The ropes, however, were new and strong, and the boat did not buckle in the middle as an older boat might have done. Whether it was right or not to lower boats full of people to the water,--and it seems likely it was not,--I think there can be nothing but the highest praise given to the officers and crew above for the way in which they lowered the boats one after the other safely to the water; it may seem a simple matter, to read about such a thing, but any sailor knows, apparently, that it is not so. An experienced officer has told me that he has seen a boat lowered in practice from a ship's deck, with a trained crew and no passengers in the boat, with practiced sailors paying out the ropes, in daylight, in calm weather, with the ship lying in dock--and has seen the boat tilt over and pitch the crew headlong into the sea. Contrast these conditions with those obtaining that Monday morning at 12.45 A.M., and it is impossible not to feel that, whether the lowering crew were trained or not, whether they had or had not drilled since coming on board, they did their duty in a way that argues the greatest efficiency. I cannot help feeling the deepest gratitude to the two sailors who stood at the ropes above and lowered us to the sea: I do not suppose they were saved.

² Aft- situated toward or at the stern

³ Stern- the back end of the ship

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2 Perhaps one explanation of our feeling little sense of the unusual in leaving the Titanic in this way was that it seemed the climax to a series of extraordinary occurrences: the magnitude of the whole thing dwarfed events that in the ordinary way would seem to be full of imminent peril. It is easy to imagine it,--a voyage of four days on a calm sea, without a single untoward incident; the presumption, perhaps already mentally half realized, that we should be ashore in forty-eight hours and so complete a splendid voyage,--and then to feel the engine stop, to be summoned on deck with little time to dress, to tie on a lifebelt, to see rockets shooting aloft in call for help, to be told to get into a lifeboat,--after all these things, it did not seem much to feel the boat sinking down to the sea: it was the natural sequence of previous events, and we had learned in the last hour to take things just as they came. At the same time, if any one should wonder what the sensation is like, it is quite easy to measure seventy-five feet from the windows of a tall house or a block of flats, look down to the ground and fancy himself with some sixty other people crowded into a boat so tightly that he could not sit down or move about, and then picture the boat sinking down in a continuous series of jerks, as the sailors pay out the ropes through cleats above. There are more pleasant sensations than this! How thankful we were that the sea was calm and the Titanic lay so steadily and quietly as we dropped down her side. We were spared the bumping and grinding against the side which so often accompanies the launching of boats: I do not remember that we even had to fend off our boat while we were trying to get free.

Source: Project Gutenberg, *The Loss of the S.S. Titanic* by Lawrence Beesley. Public Domain

Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development

1. In paragraph 1 (sentence 2), the word *apprehension* means

- A uneasiness.
- B calmness.
- C release.
- D anger.

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Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

2. In paragraph 2 (sentence 2) Beesley lists the events on the journey as they occurred. The purpose of this list is to MOST LIKELY

- A express the unexpectedness of the disaster.
- B build suspense about what will happen next.
- C show how well prepared the crew and passengers were.
- D provide a timeline so the reader understands the sequence of events.

Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

3. How does Beesley express his opinion about crew of the Titanic? Support your answer with details from the passage.

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from *I Was Saved from the Titanic*

by Lady Duff Gordon

1 On the port side was a scene of horror. Lifeboat after lifeboat was being lowered in a pandemonium of rushing figures. Over the tumult the voice of a ship's officer roared: "Stand back! Women and children first!"

2 My legs shook so that I could hardly stand and if it had not been for my husband's arm, I should have fallen.

3 "Come dear," he said, "I must get you to the boats." I clung to him with all my strength and although I could scarcely get out the words, I insisted nothing would make me leave him. He saw that I meant it. Besides the crowd round the boats on that deck was so thick that it was useless to try to approach them.

4 "We will go round to the starboard⁴ side," Cosmo said. "It may be better there. It can't possibly be worse."

5 It was better, for although there were crowds there was no confusion. The lifeboats were being quietly filled with women, while officers and male passengers helped to launch them. Even in that terrible moment I was filled with wonder at the American wives who were leaving their husbands without a word of protest or regret, scarcely a farewell. They have brought the cult of chivalry to such a pitch in the States that it comes as second nature to men to sacrifice themselves and to women to let them to do it. But I had no such ideas about my husband and when two officers came up and tried to force me into one of the boats, I refused. Cosmo pleaded with me while three or four boats were launched and the crowd thinned. But I only said, "Promise me that you will not let them separate us," and I clung to him until at last seeing there was no use resisting, he gave in, and we stood waiting there with Miss Francatelli, who refused to leave us.

6 Suddenly we saw that everyone in the vicinity had dispersed, except for some sailors who were launching a little boat. We found out afterwards that it was the Captain's "emergency" boat. The men who were to man it were all stokers with the exception of one seaman whom the officer placed in charge of it. Seeing nobody else about my husband asked the officer whether we might get into it and

⁴ Starboard- the right-hand side or direction of the ship facing forward.

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on receiving his permission we were helped in, followed by two American men who came up at the last moment. I shall never forget how black and deep the water looked below us, and how I hated leaving the big ship for this frail boat. Just beside us was a man sending off rockets and the ear-splitting noise added to the horror of being suspended in mid-air while one of the lowering ropes got caught and was only released after what seemed an interminable time.

Source: www.encyclopedia-titanica.org, Public Domain.

Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development

4. In paragraph 6 (sentence 1) *dispersed* means

- A collected.
- B expanded.
- C crowded in.
- D moved away.

Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

5. In paragraph 5, Lady Gordon states, “. . . I was filled with wonder at the American wives who were leaving their husbands without a word of protest or regret, scarcely a farewell.” This suggests that Lady Gordon

- A thinks the men should go instead of them.
- B disapproves of how the women behave.
- C considers if she should do the same.
- D wants to take their place.

Now use the information from BOTH *The Loss of The S.S. Titanic* and *I Was Saved from the Titanic* to answer questions 6-8.

Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

6. Beesely and Lady Gordon BOTH described the experience of their lifeboat being lowered into the water as

- A exciting.
- B unpleasant.
- C comforting.
- D embarrassing.

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Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

7. Which statement BEST describes the differences between Beesley’s and Lady Gordon’s tone?

- A Beesley’s tone is calm and reflective, while Lady Gordon’s tone is anxious and fearful.
- B Beesley’s tone is excited and scared, while Lady Gordon’s tone is peaceful and accepting.
- C Beesley’s tone is informal and relieved, while Lady Gordon’s tone is formal and unhappy.
- D Beesley’s tone is serious and sad, while Lady Gordon’s tone is lighthearted and optimistic.

Standard 2 READING: Comprehension and Analysis of Nonfiction & Informational Text

8. Describe the differences between Beesley’s and Lady Gordon’s points of view as they relate to the sinking of the Titanic. Support your answer with details from BOTH passages.

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Standard 6 WRITING: English Language Conventions

1. Which sentence uses correct punctuation?

- A A side stitch, another name for a cramp in your side, is actually a muscle spasm, in your diaphragm.
- B A side stitch, another name for a cramp in your side, is actually a muscle spasm in your diaphragm.
- C A side stitch another name for a cramp in your side, is actually a muscle spasm, in your diaphragm.
- D A side stitch, another name, for a cramp in your side, is actually a muscle spasm in your diaphragm.

Standard 6 WRITING: English Language Conventions

2. Which of the following sentences uses consistent verb tenses?

- A Jan is late, so she decided to run the rest of the way before her friends left without her.
- B Jan was late, so she decides to run the rest of the way before her friends leave without her.
- C Jan is late, so she decided to run the rest of the way before her friends leave without her.
- D Jan was late, so she decided to run the rest of the way before her friends left without her.

Standard 6 WRITING: English Language Conventions

3. Which sentence uses correct capitalization?

- A The roles of tybalt in *Romeo and juliet* and bernardo in *West side story* have similar character features.
- B The roles of Tybalt in *romeo and juliet* and Bernardo in *west side story* have similar character features.
- C The roles of tybalt in *Romeo and Juliet* and bernardo in *West Side Story* have similar character features.
- D The roles of Tybalt in *Romeo and Juliet* and Bernardo in *West Side Story* have similar character features.

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Standard 6 WRITING: English Language Conventions

4. Read the following sentences.

Ben was stunned by the admission of Beatrice’s love for him.

Ben was dazed by the news.

Ben was reeling in disbelief.

Which is the BEST way to combine these sentences?

- A Ben, stunned and dazed by the admission of Beatrice’s love for him, reeled in disbelief.
- B Ben was stunned by the admission of Beatrice’s love for him, and he was dazed by the the news, and he was reeling in disbelief.
- C Ben, stunned by the admission of Beatrice’s love for him, was dazed by the news and was reeling in disbelief.
- D Ben was reeling in disbelief by the admission of Beatrice’s love for him, and he was dazed by the news.

Standard 4 Writing: Processes and Features

5. Read the paragraph below.

There are many things to consider when choosing what kind of pet to adopt. You may have decided that you are a cat, dog, or even a bird person, but you should also be thinking about factors such as how much time you spend at home and how much space you have.

Which sentence, if added to the end of the paragraph, would provide the BEST evidence to support the main idea?

- A There are over 500 dog breeds to choose from but only about 80 cat breeds.
- B Shelters are a great place to find a wide variety of animals available for adoption.
- C Dogs need to have someone available let them outside regularly, while cats only require a litter box.
- D Specialized breeds of animals such as cockatoos, Bengal cats, and foxes can be very expensive.

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Standards 4, 5, 6 –Writing Process and Features, Writing Applications, and English Language Conventions

Follow these directions:

- Read the directions and the essay prompt carefully.
- Write your essay in the space provided.
- Be sure to reserve time at the end of the session to review your essay.

Writing Prompt

1. **“Kind words can be short and easy to speak, but their echoes are truly endless.”**

Mother Teresa of Calcutta

This quotation demonstrates the positive effects of speaking kindly. Do you agree with Mother Teresa that kind words are easily spoken and long-lasting?

Write about a time when you spoke kindly to someone, or someone offered words of encouragement to you. In your essay, describe the incident, provide specific details, and explain the impact that the person’s words had on you or the other person.

Your writing will be scored on the following aspects:

- Ideas and content: Does your essay accomplish the assigned task?
- Organization: Does your essay contain an introduction, a body, and a conclusion?
- Style: Do the language and vocabulary in your essay help to convey a clear message and to create interest?
- Voice: Are the tone and language appropriate for your intended audience?
- Language Conventions: Have you used correct sentence structure, grammar, and punctuation?

English 10 Item Sampler

Standards 4, 5, 6 –Writing Process and Features, Writing Applications, and English Language Conventions

Follow these directions:

- Read the directions and the essay prompt carefully.
- Write your essay in the space provided.
- Be sure to reserve time at the end of the session to review your essay.

Writing Prompt

2. **Many schools encourage students to become involved in service-learning projects. These are projects designed to help the community while students gain experience solving real-world problems. Projects may involve activities such as organizing litter pick-up, tutoring younger children, or conducting a health fair.**

Think about a project students at your high school could do to help the community. Why would it be a good project? Whom would it benefit? What would students be doing? Write a persuasive essay encouraging your school to participate in a project you have selected. Support your position with convincing reasons and concrete details.

Your writing will be scored on the following aspects:

- Ideas and content: Does your essay accomplish the assigned task?
- Organization: Does your essay contain an introduction, a body, and a conclusion?
- Style: Do the language and vocabulary in your essay help to convey a clear message and to create interest?
- Voice: Are the tone and language appropriate for your intended audience?
- Language Conventions: Have you used correct sentence structure, grammar, and punctuation?

Answer Key

“Watch Your Electronic Footprint”

1. B
2. C
3. C
4. Score using the 2-point Constructed Response Rubric.
Example of a proficient response:

One advantage of using a social networking site is it allows a person to share information quickly and with a lot of people. Social networking may be dangerous if people post other people’s personal information or photos without their approval.

5. Score using the 2-point Constructed Response Rubric.
Example of a proficient response:

Cautious. The author uses statistics to show that many employers use the Internet to look for candidates, “so mind your electronic footprint.”

“The Forest for the Trees”

1. A
2. B
3. D
4. Score using the 2-point Constructed Response Rubric.
Example of a proficient response:

“She could only feel anger.” Maddie always seemed to find ways to cause problems that Lydia had to fix or that embarrassed her.

5. Score using the 2-point Constructed Response Rubric.
Example of a proficient response:

Lydia thinks about Maddie’s mistakes and how they cause problems for her, but never really thinks about why Maddie causes so much trouble in the first place. As a child, she was angry that she had to sit with Maddie at the front of the bus after Maddie had misbehaved, and as an adult, she is upset that Maddie’s car accident interrupted her parents’ party.

“October”

1. A
2. A
3. D

English 10 Item Sampler

4. Score using the 2-point Constructed Response Rubric.

Example of a proficient response:

The Whippoorwill’s song changes to match the season. It has changed from the happy sounds of summer, “When he gloried in his lays,” to a sad moan as colder weather approaches, “Lower-toned, but sweet and clear, / Like thy crisp and fragrant air.”

from *I Was Saved from the Titanic* and from *The Loss of the S.S. Titanic*

1. A
2. D

3. Score using the 2-point Constructed Response Rubric.

Example of a proficient response:

Beesley describes the crew lowering the lifeboats down the side of the ship. He says he later found out what a difficult thing this was to do and expresses his appreciation of the crew by saying, “I think there can be nothing but the highest praise given to the officers and crew above for the way in which they lowered the boats one after the other safely to the water...”

4. D
5. B
6. B
7. A

8. Score using the 2-point Constructed Response Rubric.

Example of a proficient response:

While Beesley and Lady Gordon are describing the same event, their view of the situation is very different. Beesley describes the lowering of lifeboats by focusing on how well the sailors and crew handled the situation and says, “I do not think we felt much apprehension about reaching the water safely.” Lady Gordon describes a “scene of horror” and says, “I shall never forget how black and deep the water looked below us, and how I hated leaving the big ship for this frail boat.”

Language Conventions and Writing Processes and Features

1. B
2. D
3. D
4. A
5. C

Writing Prompts

Student responses may vary and fit a combination of score points based on the 6-point Writing Applications Rubric and the 4-point Language Conventions Rubric.